

CHAPTER I INTRODUCTION

This chapter provides an overview of the research. It is divided into seven sections: research background, research focus and scope, research questions, research objectives, research significance, definition of key terms, and thesis organization.

A. Research Background

The globe was rocked by a pandemic coronavirus that was spreading at the end of 2019, including Indonesia. This virus first appeared in Indonesia in early 2020 and has since spread throughout the country. The coronavirus infected the respiratory system, when a person who is infected coughs and sneezes, the virus spreads by saliva or respiratory discharge droplets. The majority of COVID-19 infected people have mild to moderate disease and will recover without any special treatment. The risk of major illness is increased among the elderly and in those who have underlying medical issues such as cardiovascular disease, diabetes, chronic respiratory disease, and cancer.¹ As a result, it is fundamental that we exercise respiratory etiquette. In response to the coronavirus, the government reacted quickly by enacting social restrictions such as prohibiting crowds, keeping a safe distance, wearing a mask, and always washing hands thoroughly. People are concerned that as this virus spreads, they will become afflicted and will be unable to engage in any outside activities.

Following the outbreak of this virus in Indonesia, the educational minister has stopped all school activities in spite of the COVID-19 pandemic that has spread over the world. Since the implementation of online learning, all schools have responded rapidly by introducing changes to their own learning systems. As a result, education in Indonesia must be equipped to deal with this situation. Students are presented with a variety of activities that must all be completed online when online learning is implemented. A total of Covid-19 indicates that

¹ Corona Virus Disease, World Health Organization, https://www.who.int/health-topics/coronavirus#tab=tab_1 , (accessed September 3, 2021)

4,100,146 confirmed cases, 286,571 and those who died were 133,676.

Fortunately, the pandemic attacked when the development of technology is currently reaching all areas of human life. The global industrial revolution 4.0 has changed human lifestyle patterns. This era has required three things: data literacy, human literacy, and technology literacy. All of these areas, including education, require technology in the learning process, such as hybrid/blended learning and case-based learning. Following the industrial 4.0 era, the upcoming era is the society era, which refers to people in general who lived in communities.² The Japanese government initiated the concept of the society era.³ It has developed into a new concept in human lifestyle patterns as a result of the flow of globalization and known as society era 5.0. Human-centered technology is being the focus of this era. Its implementation is not confined in manufacturing but also in solving societal problems through the virtual spaces. People must be prepared for any era situation based on the current industry 4.0 and society 5.0. It needs the characteristics that they should have, such as critical thinking, creativity and innovation, interpersonal skill and communication, teamwork and collaboration, and confidence.⁴ Currently, the education area makes use of the technology to carry out the learning program. It has a role in building and developing civilization. As in the Qur'an surah An-Nahl asserts that:

*"And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight and conscience so that you may be grateful."*⁵

Allah gives a person's sensibility to learn something and acquire education. Education in current times is linked to

² Oxford Learner's Pocket Dictionary, Fourth Edition, (New York: Oxford University Press, 2008), 421.

³ Faulinda Ely Nastiti et.al, *Kesiapan Pendidikan Menghadapi Era Society 5.0*, Jurnal Kajian Teknologi Pendidikan, Vol.5 No 1 2020, 62.

⁴ Faulinda Ely Nastiti et.al, *Kesiapan Pendidikan Menghadapi Era Society 5.0*, 62.

⁵ Kadar M. Yusuf, *Tafsir Tarbawi Pesan-Pesan Al-Qur'an tentang Pendidikan*, (Jakarta: Amzah, 2017), 1.

constantly evolving technology. To avoid misuse, technological sophistication should be used as effectively as feasible. Nowadays, the young generation can never be separated from the devices, which are a sign of technical sophistication. Consequently, there is a need for supervision to utilize them appropriately. Moreover education uses technology to deliver subjects, this is as the support system when the world is still in the pandemic era.

Education must prepare along with this pandemic especially for English subjects. English is used essentially in the world of education and technology. It is needed later in technology and utilized as the primary language in the Indonesian educational system. English has four skills: reading, writing, listening, and speaking.⁶ They are the most essential skills to learn. It is also a fundamental way of communication for conveying meaning through words. English learners are successful when they acquire speaking skills, and others tend to assess them when they can communicate verbally in English. The majority of students claimed that it was difficult to learn and practice English. It is a common problem when they study English, especially speaking abilities, because many students who detest English become anxious when the teacher asks them to speak in English, particularly in front of a group of students. Some students are nervous when they show significant sensations of dread, tension, and panic when they consider speaking English. There are typical fears when students practice speaking English. They freeze up while attempting to say anything in front of the class and blank on the appropriate answers during the language exam due to having studied extensively and even knowing the answers.

This also has an impact on the learning process, especially in the SMK Negeri 1 Batealit. This school has been established since 2010, as one of the leading schools in the Jepara district accredited A. This school opened six majors of expertise: *OTKP (Otomatisasi Tata Kelola Perkantoran)*, *AKL*

⁶ Aidil Syahputra, *The Correlation between Motivation and Speaking Ability*, Journal of English Language Education and Literature, vol.2 no. 1 (Tangerang: Muhammadiyah University, 2017), 36, E-ISSN: 2597-3630, accessed April 4, 2021.

(*Akuntansi Lembaga*), *APHP (Agribisnis Pengolahan Hasil Pertanian)*, *ATPH (Agribisnis Tanaman Pangan Hortikultura)*, *TB (Tata Boga)* and *TKRO (Teknik Kendaraan Ringan Otomotif)*.

An interview with teachers is conducted by the researcher. The school was implementing online learning since April 2020 due to the pandemic with the advancement of technology and the growing concern over the coronavirus, and since the issue of circular No. 4 of 2020 by the Minister of Education and Culture of the Republic of Indonesia about the implementation of education policies during the emergency stage of the coronavirus disease's spread.⁷

Online learning is carried out by students and teachers through available digital platforms. Online learning is done through a network or online.⁸ They are Google classroom, Google meets, Google form, Kemendikbud applications that is Akun Belajar id and other supporting applications for online teaching and learning activities. These are also applied in learning English subjects. In these conditions, the teacher has to be extra when delivering the material and also concerned with the character of students because some students are still not following the online learning system appropriately, however, it does not diminish the passion of students' and teachers' in teaching and learning so that students' may learn successfully.

The student's capability of SMKN 1 Batealit in learning English is medium to low, it has more direction from the teacher's especially for speaking. It is the important thing that they have to learn because when students graduate from the school, then get a job it can be the opportunities.⁹

⁷ Ari Rahmawati the English teacher for Eleventh grade at SMKN 1 Batealit, Interviewed by researcher, interview transcript, August, 25th 2021

⁸ Siska Andes Maya and Abdurrahman, *Online learning implementation in the covid-19 Pandemic*, Atlatis Press SARL, vol 539, 26, accessed September 3, 2021
https://www.researchgate.net/publication/350715715_Online_Learning_Implementation_in_the_Covid-19_Pandemic,

⁹ Nur Faizah the English teacher for Twelveth grade at SMKN 1 Batealit, Interviewed by researcher, interview transcript, August, 26th 2021

The subject emphasizes more on understanding the material in a textual way. However the teachers are also concerned with the student's speaking ability by virtual meeting such as Zoom, Google meets. They also make a module for English learning to be easier when learning English even though online learning. In learning to speak, the teacher's encourage the students' to be confident speaking in English. The spelling error is forgiven and there is no judgment when the student is trying to speak, this might be attributed to the students' desire to learn English. However, many students' still struggle with speaking English, lack confidence in their abilities, and are scared to make errors, among other challenges they experience when studying online. Students' sometimes complain about online learning when virtual meetings use a large amount of internet data or are restricted by the network since most students originate from villages that are difficult to access to the internet, and only specific locations can function properly on the internet network.¹⁰

Taking the preceding statement into reference, the researcher is expected to investigate the student's anxiety during online learning, particularly in English learning. According to the previously stated explanation, the researcher attempts to evaluate and interpret it under the title "An Analysis of Students' English Speaking Anxiety during Online Learning."

B. Research Focus and Scope

This study focuses on vocational high school students. To prevent misunderstandings in interpreting the topic, the writer restricts the scope of the research to the degree of students' speaking anxiety during online learning. As a result, it is critical to portray fear in their English activities.

C. Research Questions

Based on the study background described above, the following research question was develops:

¹⁰ Nur Lailatul Izzah, the English teacher for Twelve grade at SMKN 1 Batealit, Interviewed by researcher, interview transcript, August, 26th 2021

1. What are the levels of students' speaking anxiety during online learning?
2. What are the factors of students' speaking anxiety during online learning?

D. Research Objectives

This paper aims at analyzing students' speaking anxiety. The following are the research objectives based on the research problem:

1. To determine the level of students' speaking anxiety during online learning.
2. To identify the factors of students' speaking anxiety during online learning.

E. Research Significances

Benefits of this study are predicted to include:

1. Theoretical benefits

This research contributes to developing speaking skills, regardless of the speaking anxiety students have when trying to speak English. The outcome can be utilized as a reference for people who desire to do research on English activities.

2. Practical Benefits

After doing the research, the researcher assumed that the result will be beneficial to students, teachers, researchers, and readers.

a. For the students

After this study, the students can organize their speaking anxiety especially during online learning, and they can improve their confidence and also identify their personality.

b. For the teachers

This study may be used as a reference and information source on speaking anxiety. Teachers' can learn how to handle anxiety when students' studying English.

c. For the researcher

This study can develop the writer's knowledge of speaking anxiety. It can be used as a reference for the next researcher that is related to this subject.

d. For the readers

Hopefully it can be useful for the reader when they need some references from this research.

F. Definition of Key Terms

The definitions mentioned below are provided to ensure that readers have the same concept or perspective on various terminology used in this study. They are also meant to prevent ambiguity or misinterpretation. They are as follows:

1. Speaking Anxiety

Anxiety is a psychological concept that psychologists usually classify as an unspecified condition that is only directly related to an object. Language anxieties are a particular group of self-conceptions, beliefs, feelings and behaviors, which come out of the distinctive language learning process.¹¹

2. Online Learning

Online learning is a system with a number of approaches for online education where teaching is conducted separately from learning.¹² An internet network with accessibility, flexibility, and connectivity is also needed so that the learning process continues.¹³ The role of the internet or technology is very much needed. Especially in the educational system, that must continue in line with the times.

G. Organization of Thesis

There are three parts in the writing of the thesis proposal that was compiled systematically. The first part is the initial part, it is before the body of the essay that consists of cover, ratification proposal sheet, content table, figures list and

¹¹ Elaine K. Horwitz, *Foreign language classroom anxiety*, the Modern Language Journal, vol 7, no 2, p. 128.

¹² Yani Fitriyani and friends, *Motivasi Belajar Mahasiswa pada Pembelajaran Daring Selama Pandemi Covid-19*, Jurnal Kependidikan: Jurnal hasil penelitian dan kajian kepustakaan di bidang pendidikan, pengajaran dan pembelajaran, vol.6 no.2, p.165

¹³ Ali Sadikin and friends, *Pembelajaran Daring di Tengah Wabah Covid 19*, Jurnal Ilmiah Pendidikan Biologi, ISSN 2580-0922, Vol. 6 No. 2 2020, pg. 216.

table list. The second is the content section which consists of chapter I to V.

Chapter I (Introduction) consists of research background, research focus and scope, research questions, research objectives, research significant, definitions of key terms and organization of thesis.

Chapter II (Review of Related Literature) consists of theoretical description, theoretical framework, review of previous study and hypothesis.

Chapter III (Research Methodology) consists of research method, research population, research setting, research participants, instrument and data collection technique, research data validity, data analysis technique, and research ethical considerations.

Chapter IV (research findings and discussion) this chapter discusses the main purposes of conducting this study; those are research results and discussion. It provides more explanation about speaking anxiety.

Chapter V (conclusions and recommendations) The third part of this thesis is the final section; this section contains a bibliography and attachments given by the writer at the end of the research.